

1976

# A Survey of the Practical Learning Experiences Provided the Media Intern Through the Suburban Chicago Media Internship Program

Barry W. Kishpaugh  
*Eastern Illinois University*

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## Recommended Citation

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A SURVEY OF THE PRACTICAL LEARNING EXPERIENCES  
PROVIDED THE MEDIA INTERN THROUGH THE SUBURBAN  
CHICAGO MEDIA INTERNSHIP PROGRAM

(TITLE)

BY

BARRY W. KISHPAUGH  
B.A., JUDSON COLLEGE, 1970

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1976

YEAR

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### ACKNOWLEDGEMENTS

I wish to express my thanks to those who provided the help and information needed to complete this field study. Acknowledgements are extended to the Township High School District 214 Media Coordinator; Eric Bayles, the Audiovisual Building Director at Forest View High School in Arlington Heights, Illinois; and the other Audiovisual Directors in Township High School District 214.

Other persons who were vital to the completion of this paper were the past and present interns who have gone through the Suburban Chicago Media Intern Program as well as the Administrators and Instructors of the intern program.

The discussions with Dr. Floyd Landsaw and Dr. James Reynolds were very beneficial in that they were instrumental toward the crystallization of the objectives of this field experience.

Finally, my gratitude must be extended once again to Dr. Floyd Landsaw, whose guidance has been greatly appreciated.

B. W. K.

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## CHAPTER I

### INTRODUCTION

We live in a fascinating world in which nothing is constant except change itself. Change is evident in every field of human endeavor, but nowhere has it become more obvious than in education. Not only has the physical plant and curriculum been affected by this constant state of change, but educational methodologies are also experiencing a great metamorphosis. (7.59)\* Merigis (1:18), in the article "Metamorphosis of a Concept: Developing a Field Based Degree in Teacher Education" sites that there are from 1,000 to 1,400 non-traditional programs established in colleges and universities all of which are two or less years old.

One such non-traditional program is Eastern Illinois University's Suburban Chicago Media Internship Program.

The Suburban Chicago Media Internship Program was established through an agreement between Township High School District 214 and the Instructional Media Department of Eastern Illinois University in April of 1971. The conditions under which this program are to operate are as follows:

- I. The cooperating agency will:
  - a. Accept graduate interns.
  - b. Provide a modest stipend for each graduate intern.
  - c. Provide necessary personnel to supervise the interns in the cooperating agency and to provide the necessary materials, equipment and facilities to sustain the program.

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\*Numbers in parentheses refer to numbered references in bibliography; those after the colon are page numbers.

- d. Provide personnel qualified as adjunct professors.
- e. Provide the Department of Instructional Media full description of the overall program indicating how each intern will be involved.
- f. Designate members of Eastern Illinois University staff as members of the cooperating agency, thus providing the university unrestricted access to information, facilities, and personnel associated with the program.

II. Eastern Illinois University will:

- a. Provide tuition waivers for supervisors and members of the staffs of the cooperating agencies who are directly associated with the intern program.
- b. Provide for adjunct professorships for those members of the staff of the cooperating agency meeting Eastern Illinois University's criteria for professional rank.
- c. Designate the cooperating agency as a residence center for students enrolled in the program for a Master of Science in Education and an Education Specialist Degree.
- d. Indicate by course description or outline, the content areas to which the graduate interns will be exposed.
- e. Offer formal courses in the residence center.
- f. Provide qualified personnel to teach the courses offered.
- g. Insure that each graduate intern possesses Illinois certification prior to assignment to the program.
- h. Make those members of the Eastern Illinois University staff selected for staff appointments to the cooperating agency staffs available to other elements of the cooperating agencies inservice and teacher education programs.

- i. Provide other members of the Eastern Illinois University staff as consultants to the cooperating agencies.
- j. Provide adjunct professors the opportunity for input into courses taught in the program.
- k. Encumber funds necessary for the intern's professional travel.

This Media Internship Program went into effect the 1973-1974 school year.

The Department of Instructional Media views the Media Internship as a learning experience, however, they also recognize that the interns should provide a service to the district in which the interns are working.

The objectives of the intern program are: (1) to prepare candidates for the Master of Science Degree in Education and the Education Specialist Degree, (2) provide a background of the theoretical and practical experiences in order that the candidates may successfully execute the duties of a position in Instructional Media, (3) to cooperate with other educational agencies in a mutual search for excellence by sharing expertise and facilities and by providing graduate students who are specializing in Instructional Media.

The students who enroll in the intern program are encouraged to attend two summer sessions on campus, one prior to and one subsequent to their completion of the internship in a Suburban Chicago Public School. In the summer session preceding their internship, the students take three basic courses of the following four: Introduction to Instructional Media, Preparation and Use of Instructional Materials, Photography in Education, and Curriculum Development. The second summer session is for the completion of course work for the graduate degree. The students are also obligated to spend one academic year functioning as an assistant to an audiovisual director in a Suburban Chicago Public School.



Often, the students who are accepted into the Suburban Chicago Media Internship Program have not completed the introductory course requirements and have little understanding of the field to be worked in.

#### PURPOSE OF FIELD STUDY

The purpose of this field study is to determine what practical learning experiences are being provided to the interns in the Suburban Chicago Media Internship Program and whether all the interns assigned to the various schools are receiving the same learning experiences.

#### QUESTIONS POSED

1. What are the practical learning opportunities provided the interns through their everyday activities?
2. Are there any noticeable differences or similarities from school to school in the learning experiences provided each intern?
3. Are there any differences or similarities in the practical experiences obtained by the 1974 and the 1975 Suburban Chicago Media Interns?
4. Do the experiences gained through the internship encompass the major areas of responsibility--organization and administration, service, production, and instructional design?
5. How essential are the practical learning experiences as a preparatory agent for the media intern to function in the role of a Media Director?

#### LIMITATIONS

The Suburban Chicago Media Internship Program has been in operation for the past two years. Due to the number of graduate students who have gone through the internship, only a small sampling was available from which to gather the information to be used in this field study.

### DELIMITATIONS

1. The content of this field study will be concerned solely with the practical learning experiences provided the media interns working in Township High School District 214.
2. The practical learning experience survey will be administered only to those Building Audiovisual Directors, past and present media interns, and administrators and instructors who are directly involved with the Media Internship in Township High School District 214.
3. The Media Director's role encompasses four definite areas of responsibility. These responsibilities are in organization and administration, production, service, and instructional design. This field study will be concerned with determining whether the practical learning experiences provided the interns touch these four areas of a Media Director's responsibility.

### DATA GATHERING INSTRUMENT

The data gathering instrument employed was a questionnaire developed by the writer. (See appendix I) The questionnaire consists of twenty-eight items designed to determine the learning opportunities supplied the media intern in Township High School District 214 of the Suburban Chicago Media Internship Program.

This survey instrument was developed to indicate: (1) Through an affirmative or negative response whether or not the internship provides the practical experiences listed; (2) using a three point rating scale find out how essential the learning experiences are felt to be, 3 being least essential--1 being most essential; and (3) again using a three point rating scale, determine how much time is spent on the various learning activities, a rating

of 1 indicating a limited experience of once or twice to a rating of 3 which indicates a continuous activity with direct responsibility for the function.

#### METHODOLOGY

Through individual interviews, the survey instrument was administered to those administrators and instructors, Building Media Directors, and interns who were directly involved with the Media Internship Program operating in Township High School District 214.

The data having been collected, tabulated, and analyzed, conclusions and recommendations were made.

## CHAPTER II

### RELATED LITERATURE AND RESEARCH

What is an internship? Is the purpose of the internship the education of the student, the provision of service in the field, or both? (3:358)

Newell and Will (3:359) in their article "What is an Internship?" state that in some quarters there appears to be a tendency to confuse the education of the intern with the service which he may render the institution. While the service the intern renders any institution is of importance, it must result merely as a by product of the learning experience and not represent an end in itself.

It is this tendency to confuse the purpose of the intern program which causes many internships to become less effective from the educational standpoint of the intern.

Newell and Will (3:358) believe that a definition of the term "internship" is helpful in clarifying thinking related to the development of an intern program. The term "internship" may be defined as a phase of professional education in which the student works for a period of time in the field in order to develop a capacity to carry out professional responsibilities.

Very little has been written pertaining to Media Internships, especially in the area of objectives, its structure and operation, or evaluative information concerning existing intern program in the field of media. Much has been printed dealing with educational internships in the areas of Administration, Guidance and Counseling, Speech Pathology, and Teacher Education.

The content of the Media Intern Program is obviously different from these other mentioned programs. However, much of their structure can be

made applicable to the Suburban Chicago Media Internship Program criterion or for the purpose of providing a basis for making recommendations.

Reese (5) believes that an intern must be provided with an understanding of the field to be worked in if the internship is to be beneficial to both the intern and the cooperating institution. Oelke and Schulty (4:249) suggest that a pre-school conference or workshop be conducted. In this conference or workshop, the supervisor will provide the intern with an orientation to the program and define the objectives to the directing teacher and the intern. Another means whereby the intern may gain an understanding of the field is through the completion of basic course requirements before entering the media internship.

Mills, Director of the community college program at Eastern Washington State College, strongly believes in the necessity of establishing programs to provide practical learning experiences.

The four year institution can provide training in the subject matter and an understanding of the teacher-learning process. . . .  
The actual experience alone can provide student training. (5:29)

Secondly, Mills (5:29) also believes the internship should occur sometime during the second year of a two-year graduate program. The student should complete at least a year of graduate study. One year simply does not allow for adequate course work, on campus teaching experience and a quarter or semester long internship. The first year of a two year degree program should be used to prepare the graduate with the knowledge and skills to help him perform the duties of his internship with some professionalism. The internship should be a benefit to the intern and the intern should be of some professional service to the institution where he is serving.

Thirdly, an intern should be assigned less than a full load. One must remember that the main emphasis of an internship should be on the educational experience provided the intern and not the service he can perform for the cooperating institution. Some colleges and universities are cognizant of the fact that the intern is a student and limits his teaching load to avoid the survival syndrome of a full time classroom teacher.

Most of the colleges and universities which have external apprenticeships suggest such a part-time arrangement. University of Illinois permits their interns to teach only one or two courses, the University of Missouri at Columbia's arrangement consists of two courses. (5:29)

Fourth, the intern should receive academic credit for his internship. Exactly how much credit an internship should carry is a matter to be determined by each university. Roosevelt University allows six semester hours credit. Eastern Washington State College allows fifteen quarter hours. A reasonable rule of thumb, according to Reese (5:30), would be to allow credit for the internship equivalent to the average full time load for graduate students, e.g. twelve quarter hours or nine semester hours, in recognition of the fact that the experience is very much educational and very much full-time.

Finally, the intern as well as the instructors and Building Media Directors should be evaluated frequently by the administrators of the Suburban Chicago Media Internship Program and/or the Chairperson of the Department of Instructional Media.

## CHAPTER III

## METHODOLOGY

The survey instrument was developed by the author in an attempt to determine what practical learning experiences are provided through the Suburban Chicago Media Internship Program.

Categories under which the various learning experiences were listed were derived from the four major areas of a Media Director's job responsibilities. These four areas are: organization and administration, production, service, and instructional design.

Copies of the questionnaire were prepared and titled according to the various groups composing the sampling.

The sampling to which the survey instrument was administered consisted of twelve people: three administrators and instructors, five Building Audio-visual Directors, two 1974-1975 media interns, and two 1973-1974 interns. Questionnaires were filled out by the author, according to verbal responses to the listed learning experiences, during individual interviews with the various persons involved with the Media Internship Program. These interviews extended from January of 1975 to June of the same year.

Administrators and instructors of the intern program were asked what learning opportunities should be given the media interns, how essential the practical experiences are as preparation for a media position, and how much time the interns should spend on the various learning experiences.

The remaining three groups supplied an indication of which practical learning activities were provided the District 214 interns, how essential these groups believed the experiences were, and how much time was being spent performing the practical learning experiences listed.

CHAPTER IV  
FINDINGS AND RESULTS

Practical Learning Experiences Provided  
the Media Interns in the  
Area of Administration

Administration is a broad area encompassing the management or supervision of the organization to insure that its functions are carried out. The administrator is responsible for the formation and execution of policy, the development and distribution of the budget, for the procurement and distribution of films, equipment and materials. The administrator is also responsible for the supervision of the media staff, which may include media technicians, assistants, instructional aids, clerks, and student help.

When analyzing the administrative learning experiences provided the media interns, several things should be considered: (1) what are the learning experiences which should be provided, (2) what learning experiences are actually gained by the interns, (3) whether or not all the interns are receiving the same experiences.

Table 1 supplies an indication of what administrative oriented learning experiences the administrators and instructors of the Suburban Chicago Media Internship Program felt the interns should be obtaining.



Table 1

Administrative Learning Experiences which the Administrators and Instructors of the Suburban Chicago Media Intern Program feel the interns should be provided through the internship.

Question	Yes	No
1. Formulation and execution of policy.	1	2
2. Preparation of a budget.	2	1
3. Selection of Audio Visual Materials.	3	
4. Selection of Audio Visual Equipment.	3	
5. Keeping an up-to-date inventory of Software.	2	1
6. Keeping an up-to-date inventory of Hardware.	2	1
7. Organization and administration of a distribution program.	3	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	2	1
9. Supervision of Media Staff and the training for student help.	3	
10. Consultative services to the faculty in the use of media to communicate information.	3	3
11. Conduct in-service activities to improve media communication techniques.	3	
12. Administering of the public address program.	2	1
13. Consult with department supervisors to determine their media needs.	3	
	%	
	82	18

The administrators and instructors of the intern program agree unanimously that the interns should be gaining the following administrative oriented learning experiences: (3) selection of audio visual materials, (4) selection of audio-visual equipment, (7) organization and administration of a distribution program, (9) supervision of the media staff and the training of student help, (10) consultative services to the faculty in the use of media to communicate information, (11) conduct in-service activities to improve communication techniques, and (13) consult with department supervisors to determine their media needs.

Through a majority consensus they also agreed that the interns should be provided experiences in: (2) preparation of a budget, (5) keeping an up-to-date inventory of software, (6) keeping an up-to-date inventory of media hardware, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, and (12) administering the public address program.

The majority of the administrators and instructors felt that the interns should not be concerned with the formulation and execution of policy. However, it is their feeling that the interns should have the opportunity to participate as an observer whenever the Media Director is involved in the formulation of policy.

A majority of the administrators and instructors of the Suburban Chicago Media Internship Program indicate, in Table 1, that twelve of the thirteen administrative oriented learning experiences should be provided to the interns.

Building Audiovisual Directors are comparable to the cooperating teacher of a student teaching program or teacher intern program and therefore has many of their obligations. The Media Directors are responsible

for seeing that the interns are gaining the practical learning experiences the administrators and instructors feel are necessary in preparing an intern for a media position.

The Audiovisual Directors have been providing various types of learning experiences to the interns. However, these directors expressed their need for a clearly defined statement indicating the skills and knowledge the interns should have acquired at the completion of their internship.

Table 2 is an indication of what administrative learning opportunities the Building Audiovisual Directors thought the media interns were gaining.

Table 2

Administrative Oriented Learning Experiences which the Building Audiovisual Directors of the Suburban Chicago Media Intern Program feel the Media Interns are provided.

Question	Yes	No
1. Formulation and execution of policy.		5
2. Preparation of a budget.	2	3
3. Selection of Audiovisual Materials.	2	3
4. Selection of Audiovisual equipment.	2	3
5. Keeping an up-to-date inventory of software.	2	3
6. Keeping an up-to-date inventory of hardware.	5	
7. Organization and administration of a distribution program.	5	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	3	2
9. Supervision of the media staff and the training for student help.	5	
10. Consultative services to the faculty in the use of media to communicate information.	4	1
11. Conduct in-service activities to improve media communication techniques.	1	4
12. Administering the Public Address Program.	3	2
13. Consult with department supervisors to determine their media needs.	3	2
	%	
	67	43

It is the Building Directors' opinion that all the graduates were receiving experiences in (6) keeping an up-to-date inventory of media hardware, (7) organization and administration of a distribution program, and (9) supervision of the media staff and the training program for student help.

All the A.V. Directors believed the interns were not gaining experiences in the area of (1) formulation and execution of policy.

Remaining activities listed in Table 2 were provided for some of the interns during their year internship.

The Audiovisual Directors believe that twelve of the thirteen practical experiences were furnished during the internship. Of these twelve learning experiences, the Building Directors felt only three were provided to all the interns.

Administrative oriented learning experiences which the 1974-1975 media interns thought they received through the Suburban Chicago Media Internship Program are recorded in Table 3.

Table 3

Administrative Oriented Learning Experiences which the Media Interns of the Suburban Chicago Media Intern Program feel they are being provided.

Question	Yes	No
1. Formulation and execution of policy.	2	
2. Preparation of a budget.	1	1
3. Selection of Audiovisual materials.		2
4. Selection of Audiovisual equipment.	1	1
5. Keeping an up-to-date inventory of software.	1	1
6. Keeping an up-to-date inventory of hardware.	1	1
7. Organization and administration of a distribution program.	2	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	1	1
9. Supervision of the media staff and the training of student help.	2	
10. Consultative services to the faculty in the use of media to communicate information.	1	1
11. Conduct in-service activities to improve communication techniques.		2
12. Administering the Public Address Program.	2	
13. Consult with department supervisors to determine their media needs.		2
	%	
	54	46

The 1974-1975 interns expressed that they were provided experiences in (1) formulation and execution of policy. Their experiences in this area, however, were limited to the execution of distribution policies as well as execution of policies governing student help. The media interns also concluded that they were also provided experiences in (7) organization and administration of a distribution program, (9) supervision of the media staff and the training of student help, and (12) administering the public address program.

It was the consensus of the 1974-1975 media interns that they were not provided with the following administration oriented learning experiences: (3) selection of audiovisual materials, (11) conduct in-service activities to improve communication techniques, and (13) consult with department supervisors to determine their media needs.

The remaining six practical experiences listed in the table were gained by some but not all of the interns.

Of the 1973-1974 interns who had gone through the Suburban Chicago Media Internship Program, two were able to secure media positions in the public schools. Thus the sampling from the past media interns is quite small. However, despite the size of the sampling, the responses made from this group will enable one to make a comparison with the 1974-1975 interns to determine differences and/or similarities in the administrative oriented practical learning opportunities gained by the two groups.

Table 4 shows the administration learning activities which the 1973-1974 media interns felt they had obtained through the Suburban Chicago Media Internship Program.

Table 4

Administrative Oriented Learning Experiences which the 1973-1974 Media Interns feel they gained during their internship.

Question	Yes	No
1. Formulation and execution of policy.	2	
2. Preparation of a budget.	2	
3. Selection of Audiovisual materials.	1	1
4. Selection of Audiovisual equipment.	2	
5. Keeping an up-to-date inventory of software.		2
6. Keeping an up-to-date inventory of hardware.	2	
7. Organization and administration of a distribution program.	2	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	2	
9. Supervision of the media staff and the training program for student help.	2	
10. Consultative services to the faculty in the use of media to communicate information.	2	
11. Conduct in-service activities to improve media communication techniques.	1	1
12. Administering the Public Address Program.	2	
13. Consult with department supervisors to determine their media needs.	1	1
	%	
	81	19



The 1973-1974 interns indicated they were provided experiences in (1) formulation and execution of policy. However, they were responding only to the execution of distribution policies. The interns stated that they were not participating in any policy formulation experiences. These interns also concluded that they were gaining experiences in the following: (2) preparation of a budget, (4) selection of audiovisual equipment, (6) keeping an up-to-date inventory of hardware, (7) organization and administration of a distribution program, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, (9) supervision of the media staff and the training program for student help, (10) consultative services to the faculty in the use of media to communicate information, and (12) administration of a public address system.

From the responses of the past media interns it appears to evident that some of them were not obtaining learning experiences in (3) selection of audiovisual materials, (11) conducting in-service activities to improve communication techniques, and (13) consulting with department supervisors to determine their media needs.

The interns also concluded that they felt they had not gained learning opportunities in the area of (5) maintaining an up-to-date inventory of software.

A survey of the Administrative Oriented Learning Experience tables points out that only two of the experiences the administrators and instructors felt should be provided the interns, were actually considered by the members of the three other groups as having been acquired through the internship. These learning areas are (7) organization and administration of a distribution program and (9) supervision of the media staff and the training program of student help.

Examining of Tables 3 and 4 also indicate that the 1973-1974 interns had received more of the practical administration learning experiences than the 1974-1975 media interns. Also, these two tables show that the 1973-1974 interns had gained a more consistent internship experience than were the 1974-1975 interns.

It has been determined that most of the administrative experiences listed in the previous table were being supplies through the Suburban Chicago Media Internship Program to some if not all the interns.

The next four tables indicate how essential the practical administrative learning experiences are for preparing interns to carry out the responsibilities of a media position.

Table 5 proves an indication of how essential the administrators and instructors felt the administrative oriented learning experiences are in the preparation of an intern for performing the duties of a media director.

Table 5

Rating of the administrative learning experiences, by the administrators and instructors of the Suburban Chicago Media Program, as to how essential they feel these experiences are in the preparation of an intern for performing the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Formulation and execution of policy.	1		2
2. Preparation of a budget.	1	1	1
3. Selection of Audio Visual Materials.	1	2	
4. Selection of Audio Visual Equipment.	2	1	
5. Keeping an up-to-date inventory of software.	1	1	1
6. Keeping an up-to-date inventory of hardware.	1	1	1
7. Organization and administration of a distribution program.	3		
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	1	1	1
9. Supervision for the media staff and the training program for the student staff.	2	1	
10. Consultative services to the faculty in the use of media to communicate information.	1	2	
11. Conduct in-service activities to improve media communication techniques.	2	1	
12. Administering of the Public Address Program.		2	1
13. Consult with department supervisors to determine media needs.		3	
*Rating:	%	41	41
			18

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

The administrators and instructors were able to reach a unanimous decision on two of the practical learning opportunities listed: (7) organization and administration of a distribution program and (13) consult with department supervisors to determine their media needs. The former experience was determined to be very essential while the latter was considered to be necessary.

Through a majority consensus, the following learning experiences were believed to be very essential experiences to be gained through an intern program: (4) selection of audiovisual hardware, (9) supervision of the media staff and the training program for student help, and (11) conducting of in-service activities to improve media communication techniques.

The majority of the administrators and instructors were also of the opinion that three of the administrative experiences were necessary in the intern's preparation for a media position: (3) selection of audiovisual materials, (10) providing consultative services to the faculty in the use of media to communicate information, and (12) administering of a public address program.

Administrators and instructors were unable to arrive at a consensus as to how essential they felt it was for the interns to gain practical learning experiences in (2) preparing a budget, (5) maintaining an up-to-date inventory of software, (6) maintaining an up-to-date inventory of hardware, and (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work. These are activities which the administrators and instructors felt the interns could easily master after they have secured a media position. Therefore, they do not need such experiences provided through the Suburban Chicago Media Internship Program.

Table 6 is a recording of the responses made by the Building Media Directors indicating how important they felt the administrative learning experiences were.

For many of the learning opportunities listed a consensus could not be derived because of the lack of a majority response. A consensus is considered by the author to be better than fifty percent of the responses falling in one of the three rankings.

Table 6

Rating of the administrative oriented learning experiences, by the Building Audiovisual Directors of the Suburban Chicago Media Intern Program, as to how essential they feel the following experiences are in the preparation of an intern to perform the duties of a Media Director.

Question	Rating*			
	1	2	3	no opinion
1. Formulation and execution of policy.	1		3	1
2. Preparation of a budget.	1	2	1	1
3. Selection of Audiovisual materials.	1	2	3	
4. Selection of Audiovisual equipment.	2	2		1
5. Keeping an up-to-date inventory of software.		3	1	1
6. Keeping an up-to-date inventory of hardware.	3	1		1
7. Organization and administration of a distribution program.	3	1		1
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	2	2		1
9. Supervision of the media staff and the training of student help.	2		2	1
10. Consultative services to the faculty in the use of media to communicate information.	3		1	1
11. Conduct in-service activities to improve communication techniques.	2	1	1	1
12. Administering the Public Address Program.	1	1	2	1
13. Consult with department supervisors to determine their media needs.	2	2		1
	%	35	26	20
				19

\*Rating:

1. Very Essential
2. Necessary
3. Not Essential

The Building Audiovisual Directors believe that the following experiences are very essential and should be gained through the Suburban Chicago Media Internship Program: (6) keeping an up-to-date inventory of hardware, (7) organization and administration of a distribution program, and (1) consultative service to the faculty in the use of media to communicate information.

Learning experience (5), keeping an up-to-date inventory of software, was considered to be a necessary practical experience to be provided via an internship. The directors concluded that, (1) formulation and execution of policy, was not essential as a preparatory agent.

Where all responses of the Building Directors are equally split between the very essential and necessary rating it may be interpreted that the Media Directors believe the experiences listed are necessary preparatory activities to be provided an intern. The learning experiences which fall into this category are: (4) selection of audiovisual equipment, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, and (13) consult with department supervisors to determine their media work.

The remaining four practical experiences listed in Table 6 did not produce a majority consensus by the Audiovisual Directors, therefore no indication of the essentialness of these experiences could be derived.

Table 7 is a recording of how essential the 1974-1975 media interns felt the administrative learning experiences were as preparation for the performance of a Media Director's duties.

Table 7

Rating of the administrative learning experiences by the Media Interns as to how essential they feel these experiences are in the preparation of an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Formulation and execution of policy.		1	1
2. Preparation of a budget.	1		1
3. Selection of Audio Visual Materials.	1	1	
4. Selection of Audio Visual Equipment.	1	1	
5. Keeping an up-to-date inventory of software.		2	
6. Keeping an up-to-date inventory of hardware.	1	1	
7. Organization and administration of a distribution program.		2	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.	1	1	
9. Supervision for the media staff and the training program for the student staff.		1	1
10. Consultative services to the faculty in the use of media to communicate information.	1		1
11. Conduct in-service activities to improve media communication techniques.	1	1	
12. Administering of the Public Address Program.	1		1
13. Consult with department supervisors to determine media needs.	1	1	
*Rating:	%	35	46

- 1. Very Essential
- 2. Necessary
- 3. Not Essential



In Table 7 the 1974-1975 interns have expressed their belief that the practical experiences gained in the areas of (3) selection of audiovisual equipment, (4) selection of audiovisual materials, (5) maintaining an up-to-date inventory of hardware, (7) organization and administration of a distribution program, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, (11) conduct in-service activities to improve communication techniques, and (13) consult with department heads to determine their media needs were necessary experiences to be gained by interns.

The 1974-1975 media interns were of varying opinions as to how essential the remaining administrative oriented learning experiences were in the preparation of an intern for performing the duties of a media director.

Table 8 is a rating of how essential the 1973-1974 media interns considered the administrative experiences were as a preparatory agent.

Table 8

Rating of the administrative learning experiences by the Past Media Interns as to how essential they felt the learning experiences were in preparing them for their Media position.

Question	Rating*		
	1	2	3
1. Formulation and execution of policy.	1		1
2. Preparation of a budget.	2		
3. Selection of Audio Visual Materials.	1	1	
4. Selection of Audio Visual Equipment.	1	1	
5. Keeping an up-to-date inventory of software.		2	
6. Keeping an up-to-date inventory of hardware.	1	1	
7. Organization and administration of a distribution program.	1	1	
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.		1	1
9. Supervision of the media staff and the training program for the student staff.	2		
10. Consultative services to the faculty in the use of media to communicate information.	2		
11. Conduct in-service activities to improve media communication techniques.		2	
12. Administering of a Public Address Program.		1	1
13. Consult with department supervisors to determine media needs.	1	1	
*Rating:	%	46	42

1. Very Essential
2. Necessary
3. Not Essential

The 1973-1974 interns felt that administration oriented learning opportunities in (2) the preparation of a budget, (9) the supervision of the media staff and the training program for student help, and (1) providing consultative services to the faculty in the use of media to communicate information were very essential activities.

These past interns also considered practical experiences in (5) maintaining an up-to-date inventory of software and (11) conducting in-service activities to improve communication techniques were necessary.

It appears that the past interns were not able to arrive at a definite decision as to how essential some of the practical experiences were. However, because the responses were split between essential and necessary it may be interpreted that the following learning activities were considered necessary: (3) selection of audiovisual materials, (4) selection of audiovisual equipment, (6) maintaining an up-to-date inventory of hardware, (7) organization and administration of a distribution system, and (13) consulting with the department supervisors to determine their media needs.

The 1973-1974 media interns could not come to a consensus as to how essential the following learning experiences were in preparing them for their present media positions: (1) formulation and execution of policy, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, and (12) administration of the public address system.

From an analysis of Tables 5-8 the majority of the sampling consider the following practical administrative learning experiences to be very essential in preparing an intern to carry out the responsibilities of a media director: (4) selection of audiovisual hardware, (7) organization and administration of a distribution program, (9) supervision of the media staff and the training program for student help, and (10) consultative services to the faculty in the use of media to communicate information.

The administrative oriented activities listed below were believed to be necessary practical experiences to be gained during one's internship:

(2) preparation of a budget, (3) selection of audiovisual software, (5) keeping an up-to-date inventory of software, (6) keeping an up-to-date inventory of media hardware, and (13) consult with department supervisors to determine their media needs.

No consensus was made by the survey groups as to how essential (11) conducting in-service activities to improve media communication techniques and (12) administering the public address system were as training experiences for the interns.

It was the consensus of the sampling that (1) formulation and execution of policy was not an essential experience to be provided through the internship.

The next four tables provide an indication of how much time the interns should be spending on the various administrative learning opportunities as well as how much time is believed to be spent performing the practical learning experiences.

The amount of time spend on the administrative is represented via a three point ranking scale:

- 1) Limited experience in which the intern has performed the function once or twice.
- 2) Performs as needed with no direct responsibility for the function.
- 3) Continuous performance of the experience with direct responsibility for the function.

Table 9 shows the amount of time the administrators and instructors of the Suburban Chicago Media Internship Program felt the interns should be spending on the practical administrative oriented learning experiences.

Table 9

The amount of time the Intern should spend on administrative learning experiences as indicated by the Administrators and Instructors of the Suburban Chicago Media Intern Program.

Question	Time*		
	1	2	3
1. Formulation and execution of policy.		1	
2. Preparation of a budget.		2	
3. Selection of Audio Visual Software.		2	1
4. Selection of Audio Visual Hardware.		3	
5. Keeping an up-to-date inventory of Software.		1	1
6. Keeping an up-to-date inventory of Hardware.			3
7. Organization and administration of a distribution program.			3
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.		1	2
9. Supervision of the Media Staff and the training program for the student staff.			3
10. Consultative services to the faculty in the use of media to communicate information.		3	
11. Conduct in-service activities to improve media communication techniques.		2	1
12. Administering the Public Address Program.	1	1	
13. Consult with department supervisors to determine their media needs.		3	
	%	3.7	49.0
			36.0

\*Time:

1. Limited. (performs once or twice)
2. Performs as needed; with no direct responsibility for the function.
3. Continuous; with direct responsibility for the function.

Through Table 9 the administrators and instructors expressed their belief that the interns should be performing certain administrative learning experiences as the need arises. Their learning experiences were: (2) preparation of a budget, (3) selection of audiovisual software, (4) selection of audiovisual hardware, (10) consultative services to the faculty in the use of media to communicate information, (11) conduct in-service activities to improve media communication techniques, and (13) consult with department supervisors to determine their media needs.

Practical learning experiences which were determined should be performed continuously during the internship were: (6) keeping an up-to-date inventory of hardware, (7) organization and administration of a distribution program, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, and (9) supervision of the media staff and the training program for student help.

No agreement was obtained as to how much time the media interns should be spending on (1) formulation and execution of policy or (12) administering of the public address system.

The time the Building Audiovisual Directors believed the interns spent on the various administrative oriented learning experiences are found in Table 10.

Table 10

The amount of time the Building Audiovisual Directors of the Suburban Chicago Media Intern Program feel the media interns are spending on the following administrative oriented learning experiences.

Question	Time*		
	1	2	3
1. Formulation and execution of policy.			
2. Preparation of a budget.		1	1
3. Selection of Audio Visual materials.		2	
4. Selection of Audio Visual equipment.		1	1
5. Keeping an up-to-date inventory of software.	1	1	
6. Keeping an up-to-date inventory of hardware.			3
7. Organization and administration of a distribution program.			3
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.		2	1
9. Supervision of Media Staff and the training of student staff.		1	2
10. Consultative services to the faculty in the use of media to communicate information.	1	2	
11. Conduct in-service activities to improve media communication techniques.	1		1
12. Administrrating of the Public Address Program.		2	
13. Consult with department heads to determine their media needs.	2	1	
*Time:			
		%	
		7.7	20.0
			18.5

1. Limited. (performs once or twice)

2. Performs as needed; with no direct responsibility for the function.

3. Continuous; with direct responsibility for the function.

Through a majority or unanimous agreement the Audiovisual Directors felt the interns were continuously involved with (6) maintaining an up-to-date inventory of media hardware, (7) organization and administration of a distribution program, and (9) supervision of the media staff and the training program for student help.

The Building Directors also expressed their belief that the interns were performing some of the administrative practical experiences only as the need arose. These learning experiences were: (3) selection of audiovisual materials, (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work, (10) consultative services with the faculty in the use of media to communicate information, and (12) administration of a public address program.

These directors also pointed out in Table 10 that they believe the media interns were gaining a limited experience in (13) consulting with department supervisors to determine their media needs.

It appears that the Media Directors were not able to reach an agreement concerning the time spent on (2) preparation of a budget, (4) selection of audiovisual equipment, (5) keeping an up-to-date inventory of software, and (11) conduct in-service activities to improve media communication techniques.

Table 11 provides information as to how much time the 1974-1975 interns felt they were spending on the various administrative learning experiences gained during the internship. All of the interns did not respond to this section or the survey because not all of them had spent time on these experiences.



Table 11

The amount of time the Media Intern spends on the administrative 'learning experiences.

Question	Time*		
	1	2	3
1. Formulation and execution of policy.	2		
2. Preparation of a budget.	1		
3. Selection of Audio Visual Materials.			
4. Selection of Audio Visual Equipment.	1		
5. Keeping an up-to-date inventory of Software.			1
6. Keeping an up-to-date inventory of Hardware.			1
7. Organization and administration of a distribution program.			2
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.			1
9. Supervision of Media Staff and the training program for the student staff.			2
10. Consultative services to the faculty in the use of media to communicate information.	1		
11. Conduct in-service activities to improve media communication techniques.			
12. Administrating the Public Address Program.			2
13. Consult with the department supervisors to determine their media needs.			
*Time:	%	19.2	34.6

1. Limited. (performs once or twice)
2. Performs as needed; with no direct responsibility
3. Continuous; with direct responsibility for the function

The 1974-1975 media interns pointed out that during their internship in Township High School District 214 they were continuously involved with the following administrative practical experiences: (7) organization and administration of a distribution program, (9) supervision of the media staff and the training of student help, and (12) administering the public address program.

These interns have also indicated that they felt they had spent a limited amount of time in the formulation and execution of policy.

Table 12 is concerned with the amount of time the 1973-1974 media interns believe they were spending on the administrative oriented learning opportunities provided through the Suburban Chicago Media Internship Program.

Table 12

The amount of time the Past Interns spent on the following administrative learning experiences.

Question	Time*		
	1	2	3
1. Formulation and execution of policy.	2		
2. Preparation of a budget.	1	1	
3. Selection of Audio Visual Software.	1		
4. Selection of Audio Visual Hardware.	1	1	
5. Keeping an up-to-date inventory of Software.			
6. Keeping an up-to-date inventory of Hardware.		1	1
7. Organization and administration of a distribution program.			2
8. Supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.			2
9. Supervision of the media staff and the training for the student staff.		1	1
10. Consultative services to the faculty in the use of media to communicate information.			
11. Conduct in-service activities to improve media communication techniques.			
12. Administering the Public Address Program.	1		1
13. Consult with department supervisors to determine their media needs.			
*Time:	%	19.2	34.6

1. Limited. (performs once or twice)

2. Performs as needed; with no direct responsibility

3. Continuous; with direct responsibility for the function

Through Table 12 the 1973-1974 interns indicated that they had gained a limited amount of experience in (1) formulation and execution of policy. Their response also shows that these past interns had been continuously involved in the (7) organization and administration of a distribution program as well as (8) supervision of a maintenance program to include the scheduling and assigning of minor maintenance work.

Table 12 reveals that the 1973-1974 media interns felt they had not spent any time on experiences in (10) consultative services to the faculty in the use of media to communicate information and (11) conduct in-service activities to improve media communication techniques.

The past interns had also expressed that they had spent time performing the remaining administrative oriented learning experiences, however, the time spent varied considerably.

Practical Learning Experiences Provided  
the Media Interns in the Area of Production

Production is the second major area of a media director's responsibilities.

Today's educators are aware that over 70% of a student's learning is visually oriented. With this in mind, schools are becoming aware of the impact that commercially or locally produced visual and audio materials have on education in today's mass media oriented society.

Many schools have found that with money and facilities available for local production the personalized visual materials produced are more effective for their specific needs than are most commercially produced visuals.

Even if a school district does not have a production center to supply the production needs of its school, the media specialist may be called upon to make visual materials for the teachers.

A media person's production responsibilities range from the making of transparencies, posters, slides, and video tapes to the making of audio tapes.

The next twelve tables will be concerned with determining what production oriented learning experiences were provided the interns of the Suburban Chicago Media Internship Program; how essential these practical learning opportunities were believed to be for preparing one for a media position; and how much time the interns were spending on the various production experiences.

Table 13 shows what production learning activities the administrators and instructors of the media program felt the interns should be performing.

Table 13

Production oriented learning experiences which the Administrators and Instructors of the Suburban Chicago Media Intern Program feel the interns should be provided in the program.

Question	Yes	No
1. Photography	3	
2. Overhead Transparencies	3	
3. Graphics	2	1
4. Reproduction of Printed Matter.	2	1
5. Tape Recording.	3	
6. Video Taping.	3	
%	89.0	11.0

The administrators and instructors of the Suburban Chicago Media Internship Program have agreed that the interns should gain the following production oriented learning experiences: (1) photography, (2) overhead transparencies, (5) tape recording, and (6) video taping.

Through a majority consensus the administrators and instructors felt the media interns should also gain experience in (3) graphics and (4) reproducing of printed matter.

Table 14 gives an indication of what production opportunities were being provided by the Building Directors.

Table 14

Production oriented learning experiences which the Building Directors of the Suburban Chicago Media Intern Program feel the interns are being provided.

Question	Yes	No
1. Photography	5	
2. Overhead Transparencies.	5	
3. Graphics	4	1
4. Reproduction of Printed Matter.	3	2
5. Tape Recording.	5	
6. Video Taping.	5	
	%	
	90.0	10.0

In table 14, the Building Audiovisual Directors expressed their belief that all the interns in Township High School District 214 were gaining practical experiences in the areas of photography, making of overhead transparencies, audio tape recording, and video taping.

The Media Directors also indicated that they felt some of the interns were acquiring learning experiences in graphics and the reproduction of printed matter.

The survey instrument was administered to the 1974-1975 media interns after they had completed six months of their internship. Table 15 shows what production experiences these interns felt were being provided through their internship.

Table 15

Production oriented learning experiences which the 1974-1975 media interns feel they are being provided.

Question	Yes	No
1. Photography	1	1
2. Overhead Transparencies.	2	
3. Graphics.	2	
4. Reproduction of Printed Matter.	2	
5. Tape Recording.	2	
6. Video Taping.	2	
	%	
	91.6	8.4



1974-1975 media interns felt they were being provided with learning experiences in the production of overhead transparencies, graphics, reproduction of printed matter, audio tape recording, and video taping.

From the responses recorded in Table 15, it appears that all the interns were not gaining practical learning experiences in the area of photography.

The 1973-1974 media interns were individually interviewed during the last two weeks of the 1974-1975 school year for the purpose of administering the questionnaire.

Table 16 shows the opinions of the 1973-1974 interns concerning the production learning opportunities they felt they had been provided through the media internship.

Table 16

Production oriented learning experiences which the 1973-1974 Media Interns feel they were provided.

Question	Yes	No
1. Photography.	2	
2. Overhead Transparencies.	2	
3. Graphics.	2	
4. Reproduction of Printed Matter.	1	1
5. Tape Recording.	2	
6. Video Taping.	2	
%	91.6	8.4

According to Table 16 it was the 1973-1974 media interns belief that they had gained practical experiences in all the production areas listed.

In surveying Tables 15 and 16 it appears that the interns were gaining learning experiences in all the production oriented areas; however, not all the interns felt they had gained experiences in photography or reproduction of printed matter.

The next group of tables will attempt to determine how essential the various groups involved in the intern program believe the production oriented practical learning experiences were in preparing an intern to carry out the responsibilities of the media director.

Table 17 is an indication of how important the administrators and instructors of the Suburban Chicago Media Internship Program felt the production oriented learning experiences were in preparing the intern to function in the role of a media person.

Table 17

Rating of the production oriented learning experiences, by the Administrators and Instructors of the Suburban Chicago Media Intern Program, as to how essential they feel these experiences are in preparing the intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Photography.	1	2	
2. Overhead Transparencies.	1	2	
3. Graphics.	1	1	1
4. Reproduction of Printed Matter.	1	1	1
5. Tape Recording.	1	2	
6. Video Taping.	1	2	
*Rating:	%	33.3	55.5
		11.2	

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

Through a majority consensus the administrators and instructors of the Suburban Chicago Media Intern Program feel that the following production oriented learning experiences are necessary: (1) photography, (2) overhead transparencies, (5) audio tape recording, and (6) video taping.

However, it appears that the administrators and instructors were not able to arrive at a conclusion as to how essential practical learning experiences are in the production oriented areas of (3) graphics and (4) reproduction of printed matter.

Table 18 pertains to the rating of the production learning opportunities by the Audiovisual Directors. On a rating of 1-3 the Building Directors were asked to rate learning experiences as (1) very essential, (2) necessary, or (3) not essential.

Table 18

Rating of the practical learning experiences, by the Building Directors of the Suburban Chicago Media Intern Program, as to how essential they feel these production oriented experiences are in preparing an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Photography	2	2	
2. Overhead Transparencies.	1	2	1
3. Graphics.	1	2	1
4. Reproduction of Printed Matter.	1	1	2
5. Tape Recording.	2	2	
6. Video Taping.	3	1	
*Rating:	%	33.3	33.3 13.4

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

Via a majority consensus the Building Audiovisual Directors felt that the production area of (6) video taping is very essential in the preparation of an intern to carry out the responsibilities of a media position.

The Media Directors could not reach a decision as to how essential the remaining five production oriented learning activities listed in Table 18 were.

All the responses made by the Building Directors in the area of photography and audio tape recording were split equally between (1) very essential and (2) necessary; therefore, it may be interpreted that this group at least considered these two learning experiences to be necessary.

Table 19 is an expression of the 1974-1975 media interns' beliefs as to how essential they felt the learning opportunities provided in the area of production were for their preparation for the role of a media person.

Table 19

Rating of the production oriented learning experiences, by the 1974-1975 Media Interns, as to how essential they feel these experiences are in preparing an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Photography.		1	1
2. Overhead Transparencies.	1	1	
3. Graphics.		2	
4. Reproduction of Printed Matter.		2	
5. Tape Recording.		2	
6. Video Taping.		2	
*Rating:	%	8.35	83.5

1. Very Essential
2. Necessary
3. Not Essential

The 1974-1975 interns of Township High School District 214 indicated that the practical learning experiences in graphics, reproduction of printed matter, audio tape recording, and video taping were considered preparatory experiences to be gained during one's internship.

The media interns were unable to arrive at a consensus as to how essential they felt it was to obtain experiences in the areas of photography and the making of overhead transparencies.

The 1973-1974 interns of the Suburban Chicago Media Internship Program which were interviewed for this survey have been directing a media program in the public schools for the past year. Thus they should be able to provide a good indication of how essential the practical learning experiences gained during the media internship were in their preparation to carry out the responsibilities of a media director.

In Table 20, the reader will find the recorded responses as to how essential these past interns felt the production oriented learning experiences were.

Table 20

Rating of the production oriented learning experiences, by the 1973-1974 Media Interns, as to how essential they feel these practical learning experiences were in preparing them to perform their Media Director's duties.

Question	Rating*		
	1	2	3
1. Photography.	2		
2. Overhead Transparencies.	2		
3. Graphics.	1	1	
4. Reproduction of Printed Matter.	1	1	
5. Tape Recording.	2		
6. Video Taping.	2		
*Rating:	%	83.5	16.5

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

Through Table 20 the past interns expressed their belief that the experiences provided them in the production oriented areas of (1) photography, (2) overhead transparencies, (5) audio tape recording, and (6) video taping were very essential in preparing them for their public school media positions.

These interns were unable to determine how essential the learning experiences in the areas of (3) graphics and (4) reproduction of printed matter were as preparatory agents for the media positions they hold.

The practical learning experiences which should be and were being provided through the Suburban Chicago Media Internship Program have been determined. The various groups have also determined how essential they felt these learning experiences were in preparing an intern for a media position. Next, one needs to know how much time the media interns should be spending and were spending in the performance of these various types of practical learning experiences.

How much time was considered necessary to provide the interns with the skills and knowledge to carry out the obligations of a media person? Table 21 provides the recorded responses of the administrators and instructors of the Suburban Chicago Media Internship Program to the question posed above.

Table 21

The amount of time the Media Intern should spend on the following production oriented learning experiences, as indicated by the Administrators and Instructors of the Suburban Chicago Media Intern Program.

Question	Time*		
	1	2	3
1. Photography.	1	1	1
2. Overhead Transparencies.	1	1	1
3. Graphics	1		1
4. Reproduction of Printed Matter.	1		1
5. Tape Recording.	1	1	1
6. Video Taping.	1	1	1
*Time:	%	33.4	22.2

1. Limited

2. Performs as needed, with no direct responsibility for the function

3. Continuous, with direct responsibility for the function

Administrators and instructors have indicated the six production oriented learning experiences mentioned should be provided through the internship. These six learning experiences were also considered necessary for preparing interns to perform the duties of a media director. However, it appears that the administrators and instructors of the program were not able to arrive at a consensus as to how much time should be spent in the performance of these learning activities.

The next group to provide an indication of how much time the media interns were considered to be spending on production will be the Building Audio-visual Directors. Table 22 shows the responses made by this group.



Table 22

The amount of time the Building Audio Visual Directors feel the interns are spending on production oriented learning experiences.

Question	Time*		
	1	2	3
1. Photography	1	3	
2. Overhead Transparencies.	1	2	
3. Graphics.	1	2	
4. Reproduction of Printed Matter.	2		
5. Tape Recording		2	1
6. Video Taping.		2	1
*Time:	%	16.6	36.6

1. Limited.
2. Performs as needed; with no direct responsibility for the function.
3. Continuous; with direct responsibility for the function.

The Audiovisual Directors believe that the following production oriented experiences were being performed by the interns on an as needed basis: (1) photography, (2) overhead transparencies, (3) graphics, (5) audio tape recording, and (6) video taping.

These Media Directors have also pointed out that they believe the interns were spending a limited amount of time in the reproduction of printed matter.

Table 23 provides an indication of how much time the 1974-1975 media interns felt they were spending in the performance of the production oriented practical learning experiences gained during their internship.

Table 23

The amount of time the 1974-1975 Media Intern spends on production oriented learning experiences.

Question	Time*		
	1	2	3
1. Photography			1
2. Overhead Transparencies.		1	1
3. Graphics.		1	1
4. Reproduction of Printed Matter.		1	1
5. Tape Recording.		1	1
6. Video Taping.			2
*Time:	%	33.3	58.4

1. Limited.

2. Performs as needed, with no direct responsibility for the function.

3. Continuous, with direct responsibility for the function.

Of the six production areas listed in this table, the 1974-1975 interns were able to reach a consensus on just one area. It was these interns' opinion that they were continuously performing in the production area of video taping.

According to Table 23, some of the present interns had been performing in the five remaining production oriented areas on an as needed basis or on a continuous basis.

In Table 24, the 1973-1974 media interns provide an indication of how much time the interns felt they had spent in performing the practical learning experiences.

Table 24

The amount of time the 1973-1974 Media Interns spent of the following production oriented practical learning experiences.

Question	Time*		
	1	2	3
1. Photography.	1	1	
2. Overhead Transparencies.	1	1	
3. Graphics.	1	1	
4. Reproduction of Printed Matter.	1		
5. Audio Tape Recording.		2	
6. Video Taping.	1	1	
*Time:	%	41.7	50.0

1. Limited.

2. Performs as needed, with no direct responsibility for the function.

3. Continuous, with direct responsibility for the function.

It is the 1973-1974 media interns' belief that they had been involved in the production of audio tape recording as needed.

The interns were not able to provide an agreement on how much time they spent in the remaining five areas. However, their responses indicated that the amount of time the individual 1973-1974 media interns had spent in these various production areas varied from limited, to a performs as needed basis.

It appears that the 1974-1975 media interns were possibly spending more time in the performance of the production learning experiences than were the 1973-1974 interns; though neither of these groups received uniform experiences in these areas.

Practical Learning Experiences Provided  
The Interns in the Area of Service

Service is the keystone to a media director's success. An efficient service program will determine how much time a director spends in the production and instructional design areas of Instructional Media.

A media person has the knowledge, skills, and tools to make a direct contribution to the field of education, however, if one spends the majority of his time and efforts in providing an efficient service program he will merely be an indirect influence upon education.

The media director's service activities involves training teachers and students in the use of media, scheduling and distribution of films and equipment, as well as providing equipment maintenance and various other technical services.

In this section of the analysis of the practical learning experiences provided the interns of the Suburban Chicago Media Internship Program, one will be concerned with: (1) determining what service oriented learning experiences were provided through the intern program; (2) how essential these experiences were for preparing one for the media field; and (3) how much time was spent in the performance of these service oriented learning experiences.

Table 25 is a recording of the responses the administrators and instructors made when asked which service oriented learning experiences they felt should be provided the media interns.

Table 25

Service oriented learning experiences which the Administrators and Instructors of the Suburban Chicago Media Intern Program feel the interns should be provided through the intern program.

Question	Yes	No
1. In-service training of teachers in the use of media.	3	
2. Training student staff in the use and minor maintenance of Audio Visual equipment.	3	
3. Scheduling and distribution of films.	3	
4. Scheduling and distribution of equipment.	3	
5. Operating or supervising student operated Public Address Programs.	2	1
6. Minor maintenance of equipment.	2	1
7. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.	2	1
%	85.7	14.3

This group expressed through a unanimous decision their belief that the interns should be acquiring the following service oriented practical learning activities: (1) in-service training of teachers in the use of media, (2) training student staff in the use and minor maintenance of audiovisual equipment, (3) scheduling and distribution of films, and (4) scheduling and distribution of audiovisual equipment.

Through a majority consensus the administrators and instructors of the media intern program also indicated that the interns should be gaining experiences in (5) operating or supervising student operated public address programs, (6) minor maintenance of equipment and (7) video taping of classroom activities, plays, sport activities, and off-the-air T.V. programs.

The administrators and instructors had expressed their belief that the service responsibilities of a media director and his intern should include video taping activities; however, these video tapings should be restricted to classroom activities.

Table 26 points out what service oriented learning activities the Building Audiovisual Directors felt were being provided during the internship.

Table 26

Service oriented learning experiences which the Building Audio Visual Director feels the Media Interns are being provided.

Question	Yes	No
1. In-service training of teachers in the use of Media equipment.	5	
2. Training student staff in the use and minor maintenance of Audio Visual equipment.	5	
3. Scheduling and distribution of films.	4	1
4. Scheduling and distribution of equipment.	5	
5. Operating or supervising student operated Public Address Programs.	4	1
6. Minor maintenance of equipment.	5	
7. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.	5	
%	94.3	5.7

The Building Directors have expressed their belief that all the media interns were gaining experiences in (1) in-service training of teachers in the use of media equipment, (2) training student staff in the use and minor maintenance of audiovisual equipment, (4) scheduling and distribution of

equipment, (6) minor maintenance of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

It was also the belief of the directors that some of the interns past or present were not gaining service oriented experiences in the areas of (3) scheduling and distribution of films and (5) operating or supervising student operated public address programs.

Table 27 provides an indication of the service oriented learning experiences which the 1974-1975 media interns believe they were gaining during their internship in the Suburban Chicago Media Internship Program.

Table 27

Service oriented learning experiences which the 1974-1975 Media Interns feel they are provided.

Question	Yes	No
1. In-service training of teachers in the use of Media equipment.	1	1
2. Training student staff in the use and minor maintenance of Audio Visual equipment.	1	1
3. Scheduling and distribution of films.	2	
4. Scheduling and distribution of equipment.	2	
5. Operating or supervising student operated Public Address Programs.	1	1
6. Minor maintenance of equipment.	2	
7. Video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.	2	
	%	
	78.5	21.5

The 1974-1975 interns felt that they were provided service oriented experiences in the following areas: (3) scheduling and distribution of films, (4) scheduling and distribution of equipment, (6) minor maintenance of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

At the same time, it was the feeling of these interns that a few of them were gaining experiences in the areas of: (1) in-service training of teachers in the use of media equipment, (2) training student staff in the use and minor maintenance of audiovisual equipment, and (5) operating or supervising student operated public address programs.

According to Table 28 it appears that the 1973-1974 media interns were provided with a more uniform practical learning experience during their internship than were the 1974-1975 interns.

Table 28

Service learning experiences which the 1973-1974 Media Interns feel they were provided during their internship.

Question	Yes	No
1. In-service training of teachers in the use of Media equipment.	1	1
2. Training student staff in the use and minor maintenance of Audio Visual equipment.	2	
3. Scheduling and distribution of films.	2	
4. Scheduling and distribution of equipment.	2	
5. Operating or supervising student operated Public Address Programs.	2	
6. Minor maintenance of equipment.	2	
7. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.	2	
	%	
	93.0	7.0



The 1973-1974 media interns were of the opinion that they had gained experiences in service oriented areas: (2) training student staff in the use and minor maintenance of audiovisual equipment, (3) scheduling and distribution of films, (4) scheduling and distribution of equipment, (5) operating or supervising student operated public address programs, (6) minor maintenance of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

Like the 1974-1975 media interns, the 1973-1974 interns have indicated that not all of them had gained learning experiences in (1) in-service training of teachers in the use of media.

A composite of the responses of the various groups interviewed in the survey indicates that all the service oriented learning experiences were being provided through the internship. However, not all the interns were gaining experiences in (1) in-service training of teachers in the use of media equipment, (2) training student staff in the use and minor maintenance of audiovisual equipment, and (5) operating or supervising student operated public address programs.

The last four tables have provided information concerning what service oriented learning experiences should be gained through the Suburban Chicago Media Internship Program as well as which of these practical learning experiences were felt to have been secured through the program.

The next four tables give an idea of how essential the various groups involved in their field study felt the service oriented learning experiences were in the preparation of the interns.

How essential did the administrators and instructors feel the service oriented activities were in preparing the interns to perform the duties of a media director? Their rating of these learning experiences are provided in Table 29.

Table 29

Rating of the service oriented learning experiences, by the Administrators and Instructors of the Suburban Chicago Media Intern Program, as to how essential they feel these experiences are in preparing the intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. In-service training of teachers in the use of media.	2	1	
2. Training student staff in the use and minor maintenance of equipment.	1	2	
3. Scheduling and distribution of films.	1	2	
4. Scheduling and distribution of equipment.	1	2	
5. Operating or supervising student operated Public Address Programs.		2	1
6. Minor maintenance of equipment.	1	1	1
7. Video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.		2	1
*Rating:	%	28.6	57.0 14.4

1. Very Essential
2. Necessary
3. Not Essential

Via a majority agreement the administrators and instructors felt that experience in the in-service training of teachers in the use of media is very essential.

They have also expressed their opinions that the following learning experiences were considered a necessity for the preparation of the media interns for carrying out the responsibilities of a media position: (2) training student staff in the use and minor maintenance of equipment, (3) scheduling and distribution of films, (4) scheduling and distribution of equipment, (5) operating or supervising of student operated public address programs, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

This group was not able to provide a consensus as to how essential it is to provide interns experience in the minor maintenance of equipment.

Table 30 suggests how essential the Building Audiovisual Directors felt the service oriented experiences were for preparing an intern for a media director's role.

Table 30

Rating of the services oriented learning experiences, by the Building Audio Visual Director of the Suburban Chicago Media Intern Program, as to how essential they feel these learning experiences are in preparing an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. In-service training of teachers in the use of Media equipment.	2	1	1
2. Training student staff in the use and minor maintenance of equipment.	3	1	
3. Scheduling and distribution of films.	3	1	
4. Scheduling and distribution of equipment.	2	2	
5. Operating or supervising student operated Public Address Programs.	1	1	2
6. Minor maintenance of equipment.	3	1	
7. Video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.	1	2	
*Rating:	%	42.8	25.6

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

The Audiovisual Directors believe the following practical learning experiences were very essential experiences to be gained by the interns: (2) training student staff in the use and minor maintenance of media equipment, (3) scheduling and distribution of films, and (5) minor maintenance of equipment.

The directors were not able to provide an agreement as to how essential they felt experiences in (1) in-service training of teachers in the use of media equipment, (4) scheduling and distribution of equipment, and (5) operating or supervising student operated public address programs.

How essential did the 1974-1975 media interns feel the service learning experiences gained during their internship were in preparing them to carry out the responsibilities of a position in instructional media? Table 31 provides a record of the responses the interns made to this question.

Table 31

Rating of the service oriented learning experiences, by the 1974-1975 Media Interns, as to how essential they feel these learning experiences are.

Question	Rating*		
	1	2	3
1. In-service training of teachers in the use of media.		2	
2. Training of student staff in the use and minor maintenance of Audio Visual equipment.		2	
3. Scheduling and distribution of films.	1	1	
4. Scheduling and distribution of equipment.		2	
5. Operate or supervise student operated Public Address Programs.	1		1
6. Minor maintenance of equipment.		2	
7. Video tape classroom activities, plays, sports activities, and off-the-air T.V. programs.		2	
*Rating:	%	14.6	78.3

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

The 1974-1975 media interns expressed their feeling that five of the service oriented learning experiences listed were necessary activities.

These activities were: (1) in-service training of teachers in the use of media, (2) training of student staff in the use and minor maintenance of audiovisual equipment, (4) scheduling and distribution of equipment, (6) minor maintenance of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

It appears that these interns were unable to reach a decision as to how essential service oriented learning experiences in (3) scheduling and distribution of films and (5) operating or supervising student operated public address programs were.

The 1973-1974 media interns have expressed their opinions in Table 32 concerning how necessary they felt the service oriented practical experiences provided during their internship had been in preparation for their positions in instructional media.

Table 32

Rating of the service oriented learning experiences, by the 1973-1974 Media Interns, as to how essential they feel these experiences were in preparing them to carry out their media responsibilities.

Question	Rating*		
	1	2	3
1. In-service training of teachers in the use of Media equipment.	1	1	
2. Training student staff in the use and minor maintenance of Audio Visual equipment.		2	
3. Scheduling and distribution of films.	2		
4. Scheduling and distribution of equipment.	2		
5. Operating or supervising student operated Public Address Programs.		2	
6. Minor maintenance of equipment.	1	1	
7. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.	2		
*Rating:	%	57.0	43.0

- 1. Very Essential
- 2. Necessary
- 3. Not Essential

The past interns have indicated their belief that experiences in: (3) scheduling and distribution of films, (4) scheduling and distribution of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs had been very essential in preparing them to carry out their media responsibilities.

(2) Training of student staff in the use and minor maintenance of audiovisual equipment and (5) operating or supervising student operated public address programs were considered necessary preparatory learning experiences by the 1973-1974 media interns.

The 1973-1974 interns were not able to reach a consensus as to how essential they considered service oriented experiences in (1) in-service training of teachers in the use of media equipment and (6) minor maintenance of equipment.

Responses made by the Building Audiovisual Directors, the 1974-1975 media interns, and the 1973-1974 media interns indicates the following:

1. No consensus could be reached as to how essential were the service learning experiences in (1) in-service training of teachers in the use of media equipment, (5) operating or supervising student operated public address programs, and (6) minor maintenance of equipment.
2. Experiences (2) training of student staff in the use and minor maintenance of audiovisual equipment and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs were considered to be necessary preparatory experiences to be provided through the Suburban Chicago Media Internship Program.
3. The scheduling and distribution of films (3) and the scheduling and distribution of equipment (4) were considered to be very essential experiences to be gained during an internship.

The next question is how much time should be spent in the performance of these practical learning experiences.

To determine how much time should be spent on the service experiences see the administrators and instructors responses recorded in Table 33.

Table 33

The amount of time the Administrators and Instructors of the Suburban Chicago Media Intern Program feel the media intern should spend on the service oriented learning experiences.

Question	Time*		
	1	2	3
1. In-service training of teachers in the use of media equipment.		1	2
2. Training student staff in the use and minor maintenance of Audio Visual equipment.		2	1
3. Scheduling and distribution of films.		2	1
4. Scheduling and distribution of equipment.		2	1
5. Operating or supervising student operated Public Address Programs.	1	1	
6. Minor maintenance of equipment.	1		1
7. Video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.			
*Time:	%	8.6	25.6
		17.1	

1. Limited. (performs once or twice)
2. Performs as needed; with no direct responsibility for the function
3. Continuous; with direct responsibility for the function

Via a majority agreement the administrators and instructors of the Suburban Chicago Media Internship Program felt (1) in-service training of teachers in the use of media equipment should be an activity performed continuously during one's internship.

The training of student staff in the use and minor maintenance of audio-visual equipment (2), scheduling and distribution of films (3), and the scheduling and distribution of equipment (4) were pointed out to be learning experiences which should be performed by the media interns as needed.

The administrators and instructors of the intern program could not agree on how much time the interns should be spending operating or supervising student operated public address programs, minor maintenance of equipment, or video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

Table 34 provides an indication of how much time the Building Audiovisual Directors felt the media interns were spending in the performance of the service oriented learning experiences listed.

Table 34

The amount of time the Building Audio Visual Directors feel the interns are spending on the following service oriented learning experiences.

Question	Time*		
	1	2	3
1. In-service training of teachers in the use of Media equipment.	2	1	1
2. Training student staff in the use and minor maintenance of Audio Visual equipment.		3	
3. Scheduling and distribution of films.	1		2
4. Scheduling and distribution of equipment.			3
5. Operating or supervising student operated Public Address Programs.			2
6. Minor maintenance of equipment.		3	
7. Video taping classroom activities, plays, sports activities, off-the-air T.V. programs.		1	1
*Time:	%	8.7	20.0

1. Limited (performs once or twice)

2. Performs as needed; with no direct responsibility for the function

3. Continuous; with direct responsibility for the function



Those Audiovisual Directors who responded to these service oriented learning experiences felt that the interns were performing the following practical experiences as needed during their internship: (2) training of student staff in the use and minor maintenance of audiovisual equipment and (6) minor maintenance of equipment.

The Building Directors indicated through their responses that they believe the media interns were gaining limited experience in (1) in-service training of teachers in the use of media equipment.

It was also their opinion that the interns were performing on a continuous basis the (3) scheduling and distribution of films, (4) scheduling and distribution of equipment, and (5) operating or supervising student operated public address programs.

Table 35 provided the opinion of the 1974-1975 media interns as to how much time they were spending in the performance of the service oriented learning experiences.

Table 35

The amount of time the 1974-1975 Media Interns feel they spend on the following service oriented learning experiences.

Question	Time*		
	1	2	3
1. In-service training of teachers in the use of media.		1	
2. Training student staff in the use and minor maintenance of Audio Visual equipment.		1	
3. Scheduling and distribution of films.	1		1
4. Scheduling and distribution of equipment.		1	1
5. Operating or supervising student operated Public Address Programs.			1
6. Minor maintenance of equipment.		1	1
7. Video taping of classroom activities, plays, sports activities, off-the-air T.V. programs.	1	1	
*Time:	%	14.3	35.6
		28.6	

1. Limited (performs once or twice)
2. Performs as needed; with no direct responsibility for the function
3. Continuous; with direct responsibility for the function

The 1974-1975 media interns could not determine how much time they felt they were spending in their performance of the service oriented learning opportunities listed in the table above.

As the table indicates, the amount of time spent performing the seven service oriented learning experiences ran the gamut of the rating scale. This points out that the media interns were not gaining a uniform practical learning experience. This difference in learning experiences may be due to differences in the responsibilities allocated the interns in the individual schools.

The 1973-1974 media interns' responses to the amount of time they felt they had spent on service oriented learning experiences are recorded in Table 36.

Table 36

The amount of time the 1973-1974 Media Interns feel they spent on the following service oriented learning experiences.

Question	Time*		
	1	2	3
1. In-service training of teachers in the use of Media equipment.		1	
2. Training of student staff in the use and minor maintenance of Audio Visual equipment.		1	1
3. Scheduling and distribution of films.			2
4. Scheduling and distribution of equipment.			2
5. Operating or supervising student operated Public Address Programs.	1		1
6. Minor maintenance of equipment.		2	
7. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.		2	
*Time:	%	7.2	42.8

1. Limited (performs once or twice)
2. Performs as needed; with no direct responsibility for the function
3. Continuous; with direct responsibility for the function

It was the 1973-1974 media interns' opinion that during their internship in Township High School District 214 they had been continuous involved in the scheduling and distribution of films and equipment.

These interns also expressed their belief that they were performing the following experiences as they were needed: (6) minor maintenance of equip-

ment and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

There was no consensus made as to how much time the interns felt they had spent in the performance of the following service oriented learning activities: (1) in-service training of teachers in the use of media equipment, (2) training of student staff in the use and minor maintenance of audiovisual equipment, and (5) operating or supervising student operated public address programs.

A comparison of the responses made by the administrators and instructors of the Suburban Chicago Media Internship Program with the composite of the responses made by the various other groups involved indicates there were quite a few discrepancies between the two groups.

The administrators and instructors felt the interns should have been continuously involved with the in-service training of teachers in the use of media equipment while the composite group could not provide a consensus as to how much time the interns were spending on this experience. In the performance of scheduling and distribution of films and media equipment the administrators and instructors felt the interns should be involved as needed with no direct responsibility for the function. The composite group felt the interns were involved in the performance of these two experiences continuously and did have direct responsibility for its functioning.

Administrators and instructors of the internship were not able to provide an agreement as to how much time interns should be spending in the performance of the following service oriented practical learning experiences: (5) operating or supervising student operated public address programs, (6) minor maintenance of equipment, and (7) video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs.

The composite group believed that the media interns were continuously involved in operating or supervising student operated public address programs; performing minor maintenance of equipment as needed; as well as being involved in the video taping of classroom activities, plays, sports activities, and off-the-air T.V. programs during their internship.

Practical Learning Experiences Provided  
the Media Intern in the Area of  
Instructional Design

Instructional design is the most important of the four major areas of a media person's responsibilities yet to most people it is the least understood function of a media director.

Instructional design basically involves two areas: The systematic development of course objectives in an attempt to better define the intended terminal behavior the teacher wishes to be obtained by the students. The systematic selection of strategies and media which will provide the most effective means of disseminating the information to the students.

The media person who wants to make a direct contribution to the quality of education provided in the school in which he works should spend most of his time in the area of instructional design. However, the amount of time spent in this area is dependent upon the administration and organization of an efficient service and distribution program.

Once again the task is to determine (1) what were the instructional design oriented learning experiences gained by the media interns; (2) how essential were these learning experiences in the preparation of the intern for a media position; and (3) how much time were the interns spending in the performance of these instructional design oriented learning experiences?

Table 37 records what instructional design oriented learning experiences the administrators and instructors felt the media interns of the Suburban Chicago Media Internship Program should be gaining.

Table 37

Instructional Design oriented learning experiences which the Administrators and Instructors feel the Interns should be provided in the Intern program.

Question	Yes	No
1. Aide teachers in the systematic development of course objectives.	2	1
2. Assist teachers in the systematic selection of instructional strategies and media.	3	
%	83.5	16.5

Through an unanimous agreement the administrators and instructors expressed the opinion that the interns should be gaining learning experiences in assisting teachers in the systematic selection of instructional strategies and media. However, it was only via a majority consensus that the administrators and instructors expressed that the media interns should be gaining experiences in the aiding of teachers in the systematic development of course objectives.

What instructional design oriented practical learning experiences did the Building Audiovisual Directors feel the interns were provided during their internship in Township High School District 214? See Table 38.

Table 38

Instructional design oriented learning experiences which the Building Audio Visual Directors feel the interns are being provided.

Question	Yes	No
1. Aide teachers in the systematic development of course objectives.	1	4
2. Assist teachers in the systematic selection of instructional strategies and media.	4	1
%	50.0	50.0

The majority of the Building Audiovisual Directors felt that the interns were receiving experiences in the area of assisting teachers in the systematic selection of instructional strategies and media. However, the majority of these directors expressed their belief that the media interns were not gaining practical experience in aiding teachers in the systematic development of course objectives.

It is kind of ironic that the responses to these two instructional design experiences were as indicated for actually they are both very much interrelated.

The Building Directors explain that though the interns were not involved with working with teachers in the systematic development of course objectives these interns do to some extent make suggestions to teachers as to various types of media which he or she can use to accomplish these objectives. The directors believe that any time an intern makes such suggestions they are involved in selection of instructional strategies and media.



Tables 39 and 40 are an indication of the instructional design oriented learning experiences the 1974-1975 and the 1973-1974 media interns felt they were provided during their respective internships.

Table 39

Instructional Design oriented learning experiences which the 1974-1975 Media Interns of the Suburban Chicago Media Intern Program feel they are being provided.

Question	Yes	No
1. Aide teachers in the systematic development of course objectives.		2
2. Assist teachers in the systematic selection of instructional strategies and media.		2
%		100

Table 40

Instructional Design oriented learning experiences which the 1973-1974 Media Interns feel they were provided.

Question	Yes	No
1. Aide teachers in the systematic development of course objectives.		2
2. Assist teachers in the systematic selection of instructional strategies and media.		2
%		100

It appears that the media interns felt they were not gaining any practical experience in the areas of aiding teachers in the systematic development of course objectives or assisting teachers in the systematic selection of strategies and media during their internship.

How essential did the various groups feel these learning experiences were.

Table 41

Rating of the instructional design learning experiences, by the Administrators and Instructors, as to how essential they feel these experiences are in preparing the intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Aide teachers in the systematic development of course objectives.	1	1	
2. Assist the teachers in the systematic selection of instructional strategies and media.	1	2	
*Rating:	%	30	50

1. Very Essential
2. Necessary
3. Not Essential

The administrators and instructors of the intern program appeared to be unable to arrive at a consensus as to how essential the aiding of teachers in the systematic development of course objectives was for the preparation of a person for a media position.

Through a majority agreement the administrators and instructors did conclude that experiences in the area of assisting teachers in the systematic selection of strategies and media were necessary to the training of interns to carry out the responsibilities of a media director.

Ratings the Building Audiovisual Directors gave the instructional design experiences are recorded in Table 42.

Table 42

Rating of the instructional design learning experiences, by the Building Audio Visual Directors, as to how essential they feel these experiences are in preparing an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Aide teachers in the systematic development of course objectives.	3	1	
2. Assist teachers in the systematic selection of instructional strategies and media.	3	1	
*Rating:	%	60	20

1. Very Essential
2. Necessary
3. Not Essential

According to Table 42 the Building Audiovisual Directors felt aiding teachers in the systematic development of course objectives and the assisting of teachers in the systematic selection of strategies and media were very essential experiences to be gained through the internship.

How essential did the 1974-1975 media interns feel the instructional design oriented practical learning experiences were? Table 43 provides a record of their responses to this question.

Table 43

Rating of the instructional design oriented learning experiences, by the 1974-1975 Media Interns, as to how essential they feel these experiences are in preparing an intern to perform the duties of a Media Director.

Question	Rating*		
	1	2	3
1. Aide teachers in the systematic development of their course objectives.	1	1	
2. Assist teachers in the systematic selection of instructional strategies and media.	1		1
*Rating:	%	50	25 25

1. Very Essential
2. Necessary
3. Not Essential

From the responses made in the above table it appears that the 1974-1975 media interns were unable to come to an agreement as to how essential it is to be provided experiences in (1) aiding teachers in the systematic development of course objectives and (2) assisting teachers in the systematic selection of strategies and media during one's internship.

The 1973-1974 interns were able to arrive at a consensus as to how essential the design oriented learning activities were in their preparation for their present media positions. These responses are found in Table 44.

Table 44

Rating of the instructional design learning experiences, by the 1973-1974 Interns of the Suburban Chicago Media Intern Program, as to how essential they feel the learning experiences were in preparing them to perform their present Media duties.

Question	Rating*		
	1	2	3
1. Aide teachers in the systematic development of course objectives.		2	
2. Assist teachers in the systematic selection of instructional strategies and media.		2	
*Rating:	%	100	

1. Very Essential
2. Necessary
3. Not Essential

Aiding teachers in the systematic development of course objectives and assisting teachers in the systematic selection of instructional strategies and media were considered by the past interns as necessary learning experiences for their preparation to carry out the responsibilities of a media position.

The administrators and instructors of the Suburban Chicago Media Intern Program have expressed their opinion that the media interns should have been gaining instructional design experiences in aiding teachers in the systematic development of course objectives as well as assisting teachers in the systematic selection of instructional strategies and media.

To find out how much time these administrators and instructors felt the media interns should be spending on the instructional design oriented learning experiences see Table 45.

Table 45

The amount of time the Administrators and Instructors of the Suburban Chicago Media Intern Program feel the interns should be spending on the following learning experiences.

Question	Time*		
	1	2	3
1. Aide teachers in the systematic development of their course objectives.		1	1
2. Assist teachers in the systematic selection of instructional strategies and media.		2	1
*Time:	%	50.0	33.3

1. Limited (performs once or twice)
2. Performs as needed; with no direct responsibility for the function
3. Continuous; with direct responsibility for the function.

Administrators and instructors of the media intern program were of mixed opinion as to how much time an intern should be spending on the practical experience of aiding teachers in the systematic development of their course objectives. However, they did express through a majority consensus that the interns should be involved in assisting teachers in the systematic selection of instructional strategies and media.

The media directors of Township High School District 214 were the only group to indicate that some of the media interns were provided practical experiences in the area of instructional design. Table 46 records the responses made by the Building Audiovisual Directors pertaining to how much time they felt the media interns were spending on the instructional design oriented learning experiences during their internship.

Table 46

The amount of time the Building Audiovisual Directors of the Suburban Chicago Media Intern Program feel the Media Interns are spending on the following instructional design oriented learning experiences.

Question	Time*		
	1	2	3
1. Aide teachers in the systematic development of their course objectives.	1		
2. Assist teachers in the systematic selection of instructional strategies and media.	3	1	
*Time:	%	40	10

1. Limited (performs once or twice)
2. Performs as needed; with no direct responsibility for the function
3. Continuous; with direct responsibility for the function

The building level Audiovisual Directors of Township High School District 214 have expressed through the survey that the media interns were gaining limited experience in assisting teachers in the selection of instructional strategies and media. The majority of the Audiovisual Directors had indicated that the interns were not gaining experience in aiding teachers in the systematic development of their course objectives. Therefore, these Building Directors expressed that the interns were not spending time in the instructional design oriented learning experience.

Both the 1974-1975 and the 1973-1974 media interns of the Suburban Chicago Media Intern Program have indicated that they were not gaining experience in the instructional design area of aiding teachers in the systematic development of their course objectives or the design area of assisting teachers in the systematic selection of instructional strategies and media.

## CHAPTER IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The ever increasing desire of the education institutions to provide the educational field with highly trained professional people has brought about the development of many new and non-traditional programs in the past few years. One such innovative program is the Suburban Chicago Media Internship Program now in existence at Eastern Illinois University.

The purpose of this field study was: (1) to determine what were the practical learning experiences provided the media interns during their year in the Suburban Chicago Media Internship Program; (2) to determine whether the individual interns were gaining the same preparatory experiences during their internship.

In this field study, answers were sought to the following questions:

1. What were the practical learning experiences provided the media intern during the performance of his everyday routine?
2. Will there be any noticeable differences of similarities in the practical learning experiences provided the individual interns?
3. Will there be any noticeable differences or similarities in the practical learning experiences provided the 1973-1974 and the 1974-1975 Suburban Chicago media interns?
4. Will the learning experiences gained through the internship encompass the four major responsibilities of organization and administration, service, production, as well as instructional design?
5. How essential did the various groups involved in the internship program consider these practical learning experiences to be?



The data gathering instrument consisted of a questionnaire containing twenty-eight items. These items were related to the organization and administration, service, production, and instructional design responsibilities of a media person.

Copies of the questionnaire were prepared and titled according to the sub-groups which made up the survey group. These groups being the administrators and instructors, the Building Audiovisual Directors, the 1973-1974 media interns, and the 1974-1975 media interns. The survey instrument was administered via a interview with each individual member of the various sub-groups.

## CONCLUSIONS

This field study has pointed out that the administrators and instructors of the Suburban Chicago Media Internship Program felt that twenty-seven of the twenty-eight practical learning experiences listed should be provided the interns during their internship. The administrators' and instructors' positive responses to these twenty-seven learning activities also indicates that it is their belief that the interns need to be given learning experiences in the four major areas of a media person's responsibilities if he is to be adequately prepared to function in a media position. These four areas of responsibility are: organization and administration, service, production, and instructional design.

An analysis of the responses of the Township High School District 214 Audiovisual Directors and the media interns indicated that the interns were being provided the majority of their experiences in the service/distribution area, followed by learning experiences in production, and administration and organization. The members of these two groups also pointed out that they felt there were no experiences provided the interns in the important area of instructional design.

Ninety-two percent of all the practical learning experiences listed in the survey were being provided through the intern program in Township High School District 214. However, a compiling of the data obtained shows that less than half of these learning activities were being gained by all the media interns. Thus it becomes apparent that all the interns were not being adequately prepared to carry out the responsibilities of a media director.

The survey also shows that the 1973-1974 media interns received a more uniform preparatory experience than did the 1974-1975 interns.

Eight of the learning experiences listed in the survey did not obtain a consensus as to how essential these experiences were in preparing the media interns to meet the obligations and responsibilities of a media position. These eight practical learning experiences were photography, overhead transparencies, reproducing of printed matter, tape recording, training of teachers in the use of audiovisual software and hardware, operating or supervising student operated public address systems, and minor maintenance.

## RECOMMENDATIONS

The following recommendations have been formulated from reading related literature pertaining to internships in general as well as conclusions drawn from data gathered through the survey of the practical learning experiences provided through the Suburban Chicago Media Internship Program:

1. Often the students accepted into the intern program have not had the recommended introductory courses upon entering the internship.

Without these introductory courses the intern does not have the necessary background to begin the internship. As Reese (5) has expressed, if an internship is to be beneficial to both the intern and the cooperating institution, the intern needs to have a basic understanding of the area in which he or she will be working.

Therefore, the prospective media interns would be required to take curriculum development as well as any two of the three suggested introductory media courses before entering the internship. These three courses are: Introduction to Instructional Media, Preparation and Use of Instructional Materials, and Photography in Education. Another alternative would be to provide a pre-school conference or workshop in which the interns would receive an orientation to the intern program and the media field.

2. The main emphasis of an internship should be on the educational experience provided the intern and not the service provided to the cooperating institution. The interns participating in the Suburban Chicago Media Internship Program are expected to work a full day in their assigned school and also carry a full graduate load of courses during their two semester internship. Because of their heavy work load, the interns soon fall prey to the survival syndrome so common to teachers.

To create a more encouraging learning atmosphere it is recommended that the interns' work day be cut in half with the remaining time devoted to working with teachers in the area of production and instructional design, course assignments, and conferences with the building coordinators for the purpose of discussing progress made as well as problems arising in the internship.

3. The gaining of administrative experience in the formulation and execution of media policy, both on the local and district level, is beneficial to the intern. However, to obtain this experience it is not necessary for the intern to become directly involved in this area. It is suggested that the intern observe in-school and district level meetings directly related to policy formulation and administration.

4. The data collected through the survey instrument indicates that the interns were not gaining practical learning experiences in the area of instructional design.

Instructional Media has the greatest potential for making direct contributions to the advancement of education. However, in order to make these desired contributions, the media person needs a strong background in the area of instructional development. What better place to gain practical experience in design, than through an internship where the student can work directly with teachers.

This may be accomplished by offering professional hours to teachers who will work with an intern to produce instructional materials which the teachers can use.

5. Although ninety-two percent of all the practical learning experiences listed in the survey instrument were being provided through the internship in Township High School District 214, the data gathered has pointed out that less than half of the twenty-eight learning experiences were actually provided to all the media interns.

To assure that the interns are assigned equal and adequate responsibilities and receive the same learning opportunity the following suggestions are recommended:

A. The representatives of Eastern Illinois University provide the District Coordinator and Building Coordinator with:

a. a priority listing of desirable job experiences for which the intern is given responsibility

b. a list of competency based objectives to be reached by the end of the internship, and

c. the criteria to be used in evaluating successful completion of all objectives

B. Each month the media interns, Media Director, and the coordinator from Eastern Illinois University should meet together to discuss the intern's progress toward the established objectives as well as problems that have arisen.

By implementing these recommendations, the Suburban Chicago Media Internship Program would undoubtedly produce a better trained intern who could better serve the cooperating institution and still function at a high level in his course work.

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**APPENDIX I**



QUESTIONNAIRE TO BE ADMINISTERED TO  
THE ADMINISTRATORS AND INSTRUCTORS  
OF THE SUBURBAN CHICAGO MEDIA  
INTERNSHIP PROGRAM

INSTRUCTIONS:

A list of practical learning experiences will be read to you, as each experience is read indicate the following:

1. Through a "yes" or "no," indicate whether or not you feel the interns are gaining experience in that particular area.
2. On a priority rating of one to three, rate each listed experience as to how essential you feel the experience is in preparing interns to function in the media field.  
(1. very essential, 2. necessary, 3. not essential)
3. Indicate the amount of time you feel the interns are spending on each learning experience via a three point rating scale.  
(1. limited performance, 2. performs as needed with no direct responsibility for the function, 3. continuous performance with direct responsibility for the function.)

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
ADMINISTRATIVE DUTIES				
1. Formulation and execution of policy.				
2. Preparation and administration of the budget.				
3. Selection and purchase of audio-visual materials.				
4. Selection and purchase of audio-visual hardware.				
5. Keeping an up-to-date inventory of Media Software and its use.				
6. Maintaining an up-to-date inventory of Media Hardware and its use.				
7. Organization and administration of an efficient circulation service.				
8. Supervision of a maintenance program to include the scheduling and assigning of general maintenance work.				
9. Supervision of Media staff and the training program for student staff.				

EARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
10. Provide consultative services to faculty and administration in the design, utilization, application, and evaluation of media in the communication of information.				
11. To develop and conduct in-service and workshop activities related to improvement of media communication techniques.				
12. Administering the Public Address Program, this includes assigning of equipment and student operators and their training.				
13. Consultating with department supervisors and instructional staff to determine needs.				
PRODUCTION				
1. Photography				
a. taking print or slide pictures				
b. developing film				
c. making prints				
d. copywork				
2. Overhead Transparencies				
a. Diazo				
b. Spirit Duplicator				
c. Felt-tip pens or grease pens				
3. Graphics				
a. Lettering				
b. Mounting: rubber cement or dry mount				
c. Lamination				
d. Posters				
4. Reproducing printed matter				
a. spirit duplication				
b. diazo				
c. stencil				
d. photography				
5. Recording				
a. live taping				
b. tape duplication				
c. tape editing				
d. tape splicing				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
6. Video taping				
a. script writing				
b. preparing visuals				
c. setting up equipment				
d. taping				
e. special effects, editing, etc.				
SERVICE				
1. Training of teachers in the use of Audiovisual software and hardware.				
2. Training of student staff in the use and minor maintenance of Audiovisual equipment.				
3. Scheduling and distribution of films.				
4. Scheduling and distribution of equipment.				
5. Operating or supervising student operated Public Address Systems before and after school.				
6. Minor maintenance of equipment.				
7. In-service training of teachers in the use of audiovisual equipment.				
8. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.				
INSTRUCTIONAL DESIGN				
1. Directing teachers as they strive to systematically develop their course objectives.				
2. Aide teachers in the systematic selection of instructional strategies and media.				

QUESTIONNAIRE TO BE ADMINISTERED TO  
THE BUILDING AUDIOVISUAL DIRECTORS  
OF THE SUBURBAN CHICAGO MEDIA  
INTERNSHIP PROGRAM

## INSTRUCTIONS:

A list of practical learning experiences will be read to you, as each experience is read to you please indicate the following:

1. Through a "yes" or "no," indicate whether or not you feel the interns are gaining experience in that particular area.
2. On a priority rating of one to three, rate each listed experience as to how essential you feel the experience is in preparing Interns to function in the media field.  
(1. very essential, 2. necessary, 3. not essential)
3. Indicate the amount of time you feel the interns are spending on each learning experience via a three point rating scale.  
(1. limited performance, 2. performs as needed with no direct responsibility for the function, 3. continuous performance with direct responsibility for the function.)

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
ADMINISTRATIVE DUTIES				
1. Formulation and execution of policy.				
2. Preparation and administration of the budget.				
3. Selection and purchase of audio-visual materials.				
4. Selection and purchase of audio-visual hardware.				
5. Keeping an up-to-date inventory of Media Software and its use.				
6. Maintaining an up-to-date inventory of Media Hardware and its use.				
7. Organization and administration of an efficient circulation service.				
8. Supervision of a maintenance program to include the scheduling and assigning of general maintenance work.				
9. Supervision of Media staff and the training program for student staff.				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
10. Provide consultative services to faculty and administration in the design, utilization, application, and evaluation of media in the communication of information.				
11. To develop and conduct in-service and workshop activities related to improvement of media communication techniques.				
12. Administering the Public Address Program, this includes assigning of equipment and student operators and their training.				
13. Consultating with department supervisors and instructional staff to determine needs.				
PRODUCTION				
1. Photography <ul style="list-style-type: none"> <li>a. taking print or slide pictures</li> <li>b. developing film</li> <li>c. making prints</li> <li>d. copywork</li> </ul>				
2. Overhead Transparencies <ul style="list-style-type: none"> <li>a. Diazo</li> <li>b. Spirit Duplicator</li> <li>c. Felt-tip pens or grease pens</li> </ul>				
3. Graphics <ul style="list-style-type: none"> <li>a. Lettering</li> <li>b. Mounting: rubber cement or dry mount</li> <li>c. Lamination</li> <li>d. Posters</li> </ul>				
4. Reproducing printed matter <ul style="list-style-type: none"> <li>a. spirit duplication</li> <li>b. diazo</li> <li>c. stencil</li> <li>d. photography</li> </ul>				
5. Recording <ul style="list-style-type: none"> <li>a. live taping</li> <li>b. tape duplication</li> <li>c. tape editing</li> <li>d. tape splicing</li> </ul>				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
6. Video taping				
a. script writing				
b. preparing visuals				
c. setting up equipment				
d. taping				
e. special effects, editing, etc.				
SERVICE				
1. Training of teachers in the use of Audiovisual software and hardware.				
2. Training of student staff in the use and minor maintenance of Audiovisual equipment.				
3. Scheduling and distribution of films.				
4. Scheduling and distribution of equipment.				
5. Operating or supervising student operated Public Address Systems before and after school.				
6. Minor maintenance of equipment.				
7. In-service training of teachers in the use of audiovisual equipment.				
8. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.				
INSTRUCTIONAL DESIGN				
1. Directing teachers as they strive to systematically develop their course objectives.				
2. Aide teachers in the systematic selection of instructional strategies and media.				

QUESTIONNAIRE TO BE ADMINISTERED  
TO THE PAST INTERNS OF THE SUB-  
URBAN CHICAGO MEDIA INTERNSHIP  
PROGRAM

INSTRUCTIONS:

A list of practical learning experiences will be read to you, as each experience is read indicate the following:

1. Whether or not you had gained these experiences during your internship through a "yes" or "no."
2. On a priority rating of one to three, rate each of the following experiences as to whether or not they were essential in preparing you for a media position. (1. very essential, 2. necessary, 3. not essential)
3. Indicate the amount of time spent on each learning experience via a three point rating scale. (1. limited performance, 2. performs as needed with no direct responsibility for the function, 3. continuous performance with direct responsibility for the function)

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
ADMINISTRATIVE DUTIES				
1. Formulation and execution of policy				
2. Preparation and administration of the budget.				
3. Selection and purchase of audio-visual materials.				
4. Selection and purchase of audio-visual hardware.				
5. Keeping an up-to-date inventory of Media Software and its use.				
6. Maintaining an up-to-date inventory of Media Hardware and its use.				
7. Organization and administration of an efficient circulation service.				
8. Supervision of a maintenance program to include the scheduling and assigning of general maintenance work.				
9. Supervision of Media staff and the training program for student staff.				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
10. Provide consultative services to faculty and administration in the design, utilization, application, and evaluation of media in the communication of information.				
11. To develop and conduct in-service and workshop activities related to improvement of media communication techniques.				
12. Administering the Public Address Program, this includes assigning of equipment and student operators and their training.				
13. Consultating with department supervisors and instructional staff to determine needs.				
PRODUCTION				
1. Photography a. taking print or slide pictures b. developing film c. making prints d. copywork				
2. Overhead Transparencies a. Diazo b. Spirit Duplicator c. Felt-tip pens or grease pens				
3. Graphics a. Lettering b. Mounting: rubber cement or dry mount c. Lamination d. Posters				
4. Reproducing printed matter a. spirit duplication b. diazo c. stencil d. photography				
5. Recording a. live taping b. tape duplication c. tape editing d. tape splicing				



LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
6. Video taping				
a. script writing				
b. preparing visuals				
c. setting up equipment				
d. taping				
e. special effects, editing, etc.				
SERVICE				
1. Training of teachers in the use of Audiovisual software and hardware.				
2. Training of student staff in the use and minor maintenance of Audiovisual equipment.				
3. Scheduling and distribution of films.				
4. Scheduling and distribution of equipment.				
5. Operating or supervising student operated Public Address Systems before and after school.				
6. Minor maintenance of equipment.				
7. In-service training of teachers in the use of audiovisual equipment.				
8. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.				
INSTRUCTIONAL DESIGN				
1. Directing teachers as they strive to systematically develop their course objectives.				
2. Aide teachers in the systematic selection of instructional strategies and media.				

QUESTIONNAIRE TO BE ADMINISTERED TO THE  
PRESENT INTERNS OF THE SUBURBAN CHICAGO  
MEDIA INTERNSHIP PROGRAM

INSTRUCTIONS:

Below is a list of practical learning experiences, as each experience is read to you indicate the following:

1. Whether or not you are gaining experience in such areas through a "yes" or "no" reply.
2. On a priority rating of one to three, rate each experience as to how essential it is in preparing you to function as Media Directors. (1. very essential, 2. necessary, 3. not essential)
3. Indicate the amount of time spent on the learning experiences via a three point rating scale. (1. limited performance, 2. performs as needed with no direct responsibility for the function, 3. continuous performance with direct responsibility for the function.)

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
ADMINISTRATIVE DUTIES				
1. Formulation and execution of policy.				
2. Preparation and administration of the budget.				
3. Selection and purchase of audio-visual materials.				
4. Selection and purchase of audio-visual hardware.				
5. Keeping an up-to-date inventory of Media Software and its use.				
6. Maintaining an up-to-date inventory of Media Hardware and its use.				
7. Organization and administration of an efficient circulation service.				
8. Supervision of a maintenance program to include the scheduling and assigning of general maintenance work.				
9. Supervision of Media staff and the training program for student staff.				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
10. Provide consultative services to faculty and administration in the design, utilization, application, and evaluation of media in the communication of information.				
11. To develop and conduct in-service and workshop activities related to improvement of media communication techniques.				
12. Administering the Public Address Program, this includes assigning of equipment and student operators and their training.				
13. Consultating with department supervisors and instructional staff to determine needs.				
PRODUCTION				
1. Photography a. taking print or slide pictures b. developing film c. making prints d. copywork				
2. Overhead Transparencies a. Diazo b. Spirit Duplicator c. Felt-tip pens or grease pens				
3. Graphics a. Lettering b. Mounting: rubber cement or dry mount c. Lamination d. Posters				
4. Reproducing printed matter a. spirit duplication b. diazo c. stencil d. photography				
5. Recording a. live taping b. tape duplication c. tape editing d. tape splicing				

LEARNING EXPERIENCES	YES	NO	RATING	TIME SPENT
6. Video taping				
a. script writing				
b. preparing visuals				
c. setting up equipment				
d. taping				
e. special effects, editing, etc.				
SERVICE				
1. Training of teachers in the use of Audiovisual software and hardware.				
2. Training of student staff in the use and minor maintenance of Audiovisual equipment.				
3. Scheduling and distribution of films.				
4. Scheduling and distribution of equipment.				
5. Operating or supervising student operated Public Address Systems before and after school.				
6. Minor maintenance of equipment.				
7. In-service training of teachers in the use of audiovisual equipment.				
8. Video taping classroom activities, plays, sports activities, and off-the-air T.V. programs.				
INSTRUCTIONAL DESIGN				
1. Directing teachers as they strive to systematically develop their course objectives.				
2. Aide teachers in the systematic selection of instructional strategies and media.				